

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Result

In this chapter, the researcher described the finding or the result of English language learning strategies used by successful non-English department students. It mainly covers the discussion of the frequent English language learning strategy statements applied and the dominant group of English language learning strategy used by the students. As the researcher has mentioned in Chapter Two, the strategy was divided into two general parts, direct and indirect. Direct strategy consists of memory, cognitive, and compensation strategy. Meanwhile, indirect strategy consists of metacognitive, affective, and social strategy. In order to answer the research question, the researcher used questionnaire as the main instrument of this research. Questionnaire was taken from SILL 7.0. There are strategy statements (1–50) from SILL version 7.0 on questionnaires and that you can look at appendix 1.

4.1.1 Applied of English language learning strategy statements

To investigate the frequency of statements applied at SILL 7.0, the researcher divides the applied of statements in to three levels which were frequent, moderates, and infrequent. The levels have been explained by Green and Oxford in Junaidi (1998). From this research, the researcher found that there were 20 statements that

belong to SILL 7.0 were applied in frequent level, 25 statements were applied in moderate level, and 5 statements were applied as in infrequent level.

From the 50 statements on the SILL 7.0, there were two highest frequencies of English language learning statements applied by successful non-English students. The first highest is statement number 11 “saya mencoba berbicara seperti penutur asli bahasa inggris, dengan cara meniru dialog dalam film atau acara tv yang menggunakan bahasa inggris”. The statement number 11 was included in cognitive strategy with 22 or 68.75% student respond “often” or “always”. The other highest one is statement number 32 “saya memperhatikan seseorang yang berbicara dalam bahasa inggris”. Statement number 32 was included in compensation with 22 or 68.75% students was respond “often” or “always”.

On the other hand, the result showed the lowest frequency of English language learning strategy statements applied by students is statement number 6 “Saya menggunakan kartu untuk mengingat kata kata baru dalam bahasa inggris”. The statement number 6 was included in memory strategy with only four (4) or 12.5 % students respond “often” or “always”.

The result of the highest and lowest English language strategy statement applied was mention above. To make it clear and detail, the researcher divided the level of use of each strategy in every group strategy. See as following table shows:

The first, in the memory strategy group, majority statements were applied moderately.

Table 4: Frequency of memory strategy statements applied by successful non-English department students

No of Statements	Frequency	%	Category
1	13	40.62	Moderates
2	13	40.62	Moderates
3	13	40.62	Moderates
4	13	40.62	Moderates
5	12	37.5	Moderates
6	4	12.5	Infrequent
7	17	53.12	Frequent
8	9	28.12	Moderates
9	12	37.5	Moderates

From the table 4, it can be seen that statement 7 was applied frequently, statement 6 was applied infrequently, and statements 1, 2, 3, 4, 5, 8, and 9 were applied moderately by successful non-English department students. When the highest applied was statement number 7 (Saya mempraktekkan kata baru bahasa Inggris yang baru saya ketahui) with 17 or 53.12% students respond “often” or “always” (respond 4 or 5). Then the lowest applied by students in the memory group strategy was statement number 6 (saya menggunakan kartu untuk mengingat kata baru dalam bahasa inggris) with just 4 or 12.5% students respond “often” or “always”. It meant the students moderately applied the statements included in memory strategy.

The second, in the cognitive strategy group successful non-English department students were moderates to frequent used of the cognitive strategy.

Table 5: Frequency of Cognitive Strategy Statements Applied by Successful non-English department students

No of Statements	Frequency	%	Category
10	17	53.12	Frequent
11	22	68.75	Frequent
12	8	25	Moderates
13	7	21.87	Moderates
14	9	28.12	Moderates
15	8	25	Moderates
16	12	37.5	Moderates
17	12	37.5	Moderates
18	10	31.25	Moderates
19	7	21.875	Moderates
20	17	53.125	Frequent
21	13	21.87	Moderates
22	18	56.25	Frequent
23	9	28.12	Moderates

From the table 5, it can be seen that the statements 12, 13, 14, 15, 16, 17, 18, 19, 21, and 23 were applied in moderately way, and the statements 10, 11, 20, and 22 were applied in frequently way. The highest applied was statement number 11 “(Saya mencoba bicara seperti penutur asli bahasa inggris. Dengan cara meniru dialog dialog dalam film vcd atau film di tv yang menggunakan bahasa inggris)” with 22 students or 68.75% respond “often” or “always” (respond 4 or 5). It meant the statements in cognitive strategy group were more balance applied by successful non-English department students.

The third, in compensation strategy the successful non-English students were frequent in applied of compensation strategy statements.

Table 6: Frequency of compensation strategy statements applied by successful non-English department students

No of statements	Frequency	%	Category
24	15	46.87	Moderates
25	17	53.12	Frequent
26	18	56.25	Frequent
27	14	43.75	Moderates
28	16	50	Frequent
29	18	56.25	Frequent

From the table 2c, it can be seen that statements 24, 27 were applied as moderately, and statements 25, 26, 28, and 29 were applied frequently. Statements number 26 (Saya membuat kata kata baru jika saya tidak tahu artinya dalam bahasa inggris) and 29 (saya menggunakan kata yang hampir sama artinya atau bersinonim jika saya tidak tahu arti kata tersebut dalam bahasa inggris) was the highest applied by students with 18 students or 56.25 % respond “often” or “always”(respond 4 or 5). With no big different percentages applied between strategy statements in compensation strategy, it means the strategy statements applied in this strategy were more spread by the students.

The fourth, in the meta-cognitive strategy the successful non-English department student applied meta-cognitive strategy statements between moderates and frequent.

Table 7: Frequency of meta-cognitive strategy statements applied by successful non-English department students

No of statements	Frequency	%	Category
30	13	40.62	Moderates
31	8	25	Moderates
32	22	68.75	Frequent
33	20	62,5	Frequent
34	5	15.62	Infrequently
35	11	34.37	Moderates
36	14	43.75	Moderates
37	18	56.25	Frequent
38	19	59.37	Frequent

From the table 7, it can be seen that statement 34 was applied infrequently, statements 30, 31, 35, and 36 were applied as moderately, and statements 32, 33, 37, and 38 were applied as frequently. Statement number 32(Saya memperhatikan seseorang yang berbicara dalam bahasa inggris) was the highest frequent applied by them with 22 or 68.75 % students respond “often” or “always” (respond 4 or 5). And the lowest statement applied was strategy number 34 (Saya merencanakan jadwal belajar sehingga saya memiliki waktu yang cukup dalam belajar bahasa inggris) with 5 or 15. 62 % students respond “often” or “always”.

The fifth, in the affective strategy group, the successful non-English department student majority used in infrequently statements in this group strategy

Table 8: Frequency of Affective strategy statements applied by successful non-English department students

No of statements	Frequency	%	Category
39	19	59.37	Frequent
40	18	56.25	Frequent
41	6	18,75	Infrequent
42	5	15.62	Infrequent
43	6	18.75	Infrequent
44	9	28.12	Moderate

From the table8, it can be seen that statements 41, 42, and 43 were applied infrequently, only statement number 44 applied moderately and statements 39 and 40 were applied frequently. When Statements number 41 (Saya menyenangkan diri saya dengan hadiah ketika saya sudah lebih baik dalam berbahasa inggris, Contohnya kalo saya dapat nilai A pada mata kuliah bahasa inggris saya akan pergi liburan) and 43 (Saya menulis berbagai persaan saya ke dalambuku harian menggunakan bahasa inggris) only six or 18.75 % students respond “often” or “always” (respond 4 or 5), and statement number 42 (Saya menandai atau mencatat ketika saya gugup dalam berbahasa inggris atau belajar bahasa inggris) only five or 15.62% students respond “often” or "always”. Many statements in affective strategy applied infrequently by successful non-English department student, it meant the affective strategy is not habitually used by them.

Last in the social strategy, the successful non-English department student frequent applied social strategy statements.

Table 9: Frequency of social strategy statement applied by successful non-English department students

No of statements	Frequency	%	Category
45	21	65.62	Frequent
46	16	50	Frequent
47	15	46.87	Moderates
48	19	59.37	Frequent
49	13	40.62	Moderates
50	18	56.25	Frequent

From the table 9, it can be seen that statements 47 and 49 were applied as moderately, and statements 45, 46, 48, and 50 were applied as frequently. Statement number 45 (Ketika saya tak mengerti maksud bahasa inggris yang di sampaikan seseorang saya akan memintanya untuk mengulangi dan memperlambat ucapanya) was the highest frequent applied with 21 or 65.62% students respond “often” or “always”. Many strategy statements in social strategy applied frequently by successful non-English department student, it meant the social strategy was habitually used by them.

4.1.2 The most frequently used of English language learning strategies

In investigating the most frequently of English language learning strategies used by successful non-English department student, the students relied on the mean score. The result showed that the most frequent strategy used by successful non-English department students is compensation strategy with average score was 3.49 and social strategy with average score was 3.47. As the following chart show:

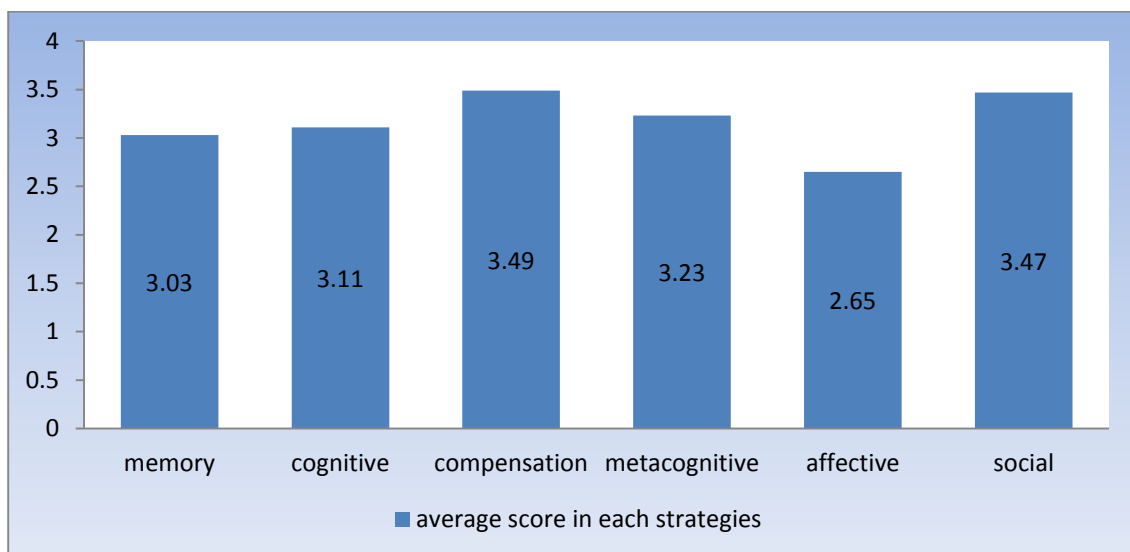


Chart: frequently used of English language learning strategies

From the chart above, it showed that the average score for each group of English language learning strategy, when compensation and social strategy was the dominant group of English language learning strategies used by successful non-English department students. Compensation strategy was dominant strategy used by students with average score of 3.49. It is matched with what respondent said in interview session. Conversely, the social strategy did not have big difference with compensation strategy with average score of 3.47.

Based on the interview with some respondents, the researcher knew every interview respondent would always or often guess the word if they did not know the English words. Guessing the English word meaning was also categorized as compensation strategy. The respondents would guess the words by following the context of sentences or the article. All of the students said similar answers about the interview questions no 4, as for example, one of them said: "*saya jarang buka kamus*

sih jadi cuma nebak aja + guesing + ini kalimat bicara tentang topic apa + berarti kira kira ini artinya”.

Based on the interview session which was related to social strategy question, the researcher found that most of the students wanted to learn with social interaction. The students were more comfort if they learned with their friends; if they learned together they could discuss about the problem, solution, evaluation, and could have many activities in learning English. As for example, one of them said: *“A; apakah mbak biasanya belajar bahasa inggris sendiri atau bareng temen? B: sama temen+ biar ada yang benerin ++ kalo sama temen bisa langsung praktek”*. On the contrary, in the real situation few students’ friends could be as the partner in learning English because their background knowledge was not English or not many of their friends were interesting in English. so this will make students learn individually the Students who were from agriculture faculty said to the researcher that they wanted to learn English with friends, but that was hard to find any friend in his department who had similar interest in English. Their friends were not really interested in learning English. Hence, they would only learn individually or find any friend with same interest in English who was not in his department.

This interview data covering social strategy, one of them said:

“A: oh iya+ ini yang terakhir ni+ apakah lebih nyaman belajar bahasa inggris sendiri apa sama teman ni? B: kalo jujur kalo disini kurang nyaman+ kalo di Bengkulu sepertinya kurang nyaman untuk belajar bahasa inggris karena kalo kita belajar bahasa inggris kadang mereka yang ngak ngerti atau kurang paham tuh kadang kdang suka ngeledak atau gimana gt. A:ehm jadi belajar sendiri ya? B: kalo di Bengkulu saya belajar sendiri cuman kalo di sana ya mungkin belajar sama temen A: jadi banyak temen yang suka juga disana? B: iya+ disini saya kurang, karena minat apalagi di pertanian th kan

mahasiswanya gak terlalu ini banget kan + gak terlalu penting kalo kata mereka + jadi kalo ngomong bahasa inggris th kadang kadang di bilang sok atau sombong+ nah gitu lah jadinya”

In other interview session, the researcher has talked with students in faculty of medicines. They said, they learned English individually, but if they find friend in same interest they will learn together. It meant students prefer learning English with friends, but the condition should make them learning English individually.

Whereas metacognitive strategy used by successful non-English department students are with average score is 3.23. In the questionnaire, the level was the use of meta-cognitive was moderate to frequent, it means successful non-English students department several times used metacognitive strategy.

On the other hand, in interview session some respondents said they were not ever intent to plan, organization, and evaluate in learning English. That explained the result of questionnaire was not relevant with the interview result. The respondents said they never make schedule in learning English during they study in Universitas Bengkulu, but they planned in learning English during they study in school. The reason was, during they study at university English course did not meet in every week, but in school they only met twice in a week. One of the student's statements was:

“ kalo pas SMA sih iya+ kan mesti ktemu tiap minggu+ jadi ya pasti belajarnya di jadwalkan++ tapi kalo kuliah gak lagi+ paling berapa semester aja ktemu+ jadi gak begitu jadi fokus buat di rencanain belajar”

Memory and cognitive strategy had the average scores that were not much different. Memory strategy has average score 3.03, while cognitive has average score 3.11. Therefore, the strategies could be categorized in the same level. In the level of

frequent strategies used by successful non-English department memory strategy level was moderately and cognitive strategy level was also moderately. It meant both of strategies were sometimes used by all successful not English students department.

In interview session the researcher found a fact that the respondents did not learn English again what was learnt in other times. It mean that memory did not overplay used by students. The memory strategy sometimes was used by all successful non-English department students. Students often followed what they listened especially when watching English movie. All of the students said similar answers about the learning again at other times. As can be seen:

“A: apakah selalu mngulangi pelajaran bahasa inggris yang baru di pelajari di lain waktu? B: kadang kadang sih+ kalo di ulangi yang saat untuk belajar sih enggak++ tapi kalo pas untuk mengunakanyasih iya”

The respondent liked to follow the pronunciation, style act, and unique words when they were watching English movie. Promulgating what they listened when watching English movie was also included as cognitive group strategy.

Affective strategy had the lowest of average score than five other strategies group. The average scores of affective strategies were just 2.65. It meant all successful non-English department students were not dominant using affective strategy. Based on the interview the researcher found that most of respondent never gave themselves reward if they could get good achievement during learning English the motivation was from their inner self. One of the student's statements was: *“ngak terlalu+ memotivasi diri saya dengan menganggap pelajaran bahasa inggris itu sangat penting++ sudah ada dalam diri+ jadi tak terlalu membutuhkan motivasi dari luar”*. There was only one respondent who answered sometimes she gave reward

treatment for herself. In another words, successful non-English department students were not giving special focus to using affective strategies. That could be seen based on the average score in each group strategy.

4.2 Discussion

First, the most frequent English learning strategies used by successful non-English department students was compensation strategy. Majority of the successful non-English department students were more frequently used this strategy among all of strategies in learning English. The compensation strategy was used habitually by successful non-English department student, because the result showed statements in this strategy are majorly frequent applied by them. It is consistent with interview session, the students said that they will often to do guessing the word when did not know the English word based on context or sentences. According to Oxford (1990) Compensation strategy is guessing or using synonyms, allowing learners to use the language despite their often large gaps in knowledge. It can be conclude compensation strategy is used by most of successful non-English department student probably because it is more simple strategy just guessing the word based on the context. It is difference while using other strategies, because the others strategy needs more physical action to do or spend more times. Compensation was dominant strategy used by successful non-English department students without having many average score difference between social and compensation strategy.

Second, the most frequent English language learning strategies used by successful non-English department students was social strategy. According to Oxford

(1990) social strategy helps students learn through interaction with others with giving question, asking clarification, and asking for correction. The students were aware about the benefit of using social strategy can see at interview. In interview session, students said that they liked learning with their friends because the students were more comfort if they learned with their friends. It gave reasons why social was being dominant group strategy used, because if they learned together they could discuss about the problem, solution, evaluation, and could have many activities in learning English

Third, the most frequent English language learning strategies used by successful non-English department students was Metacognitive strategy. In the questionnaire result, the metacognitive just used as sometimes in learning English. Purupura in Brown (2007) defined metacognitive strategy as a term used in information-processing theory to indicate an “executive” function, monitoring of one’s production or comprehension, strategies that involve planning for learning, thinking about the learning process as it is taking place, and evaluating learning after an activity is completed. Based on interview, student never did all characteristic on the definition. According to Cohen (1998) language learning strategies used by students comes from their conscious thought and behavior. It meant metacognitive is not familiar or habitually used by students. There are some factors related to the problem. One of them is because English is not their background study so the students think they do not need to make a schedule or organization in learning English.

If the focus is only on general strategies which was direct and indirect strategy based on Oxford (1990) the students' dominant direct strategy used was compensation strategy. If they learn English and need more preparation, they were dominantly used social strategy.

This research discovered different finding from Khalid (2005) the strategy with highest used was metcognitive strategy, Junaidi (2008) found that the highest used was metacognitivewhile Utama (2003) found that the highest used was also metacognitive. On the contrary, this study shows metacognitive only in third of dominant used by successful non-English students. That could be because differences background knowledge and behavior between this research subject and previous study. Based on Macaro (2001) Influential factors to using learning language strategies are such as: motivation, sex, age, background or cultural differences, aptitude, learning styles, and last is successful and advanced learner.

CHAPTER V

CONCLUSIONS AND SUGGESTION

5.1 Conclusions

Based on the result of this research, the researcher can conclude that there were frequency of English language learning strategies statements applied and the dominant group strategy used by non-English department students. They are:

A. the dominant group of English language learning strategies used

1. The first frequently used English language learning strategies by successful non-English department was the Compensation strategy with the average score 3.49
2. The second frequently used English language learning strategies by successful non-English department students was the Social strategy with average score 3.47.
3. And the third frequently used English language learning strategy by successful non-English department students was the Metcognitive strategy with average score 3.23

5.2 Suggestion

There were some suggestions that the researcher can propose after doing the analysis as follow:

1. Referring to the result of this study, it was suggested that the English lecturers at Universitas Bengkulu need to guide their students in using appropriated language learning strategies. Lecturers can make English class more interactive class.
2. For the students, the researcher suggests to use more social and compensation strategy in learning English. Students should increase their English group activity with their friends.
3. The result of this study described generally English language learning strategy used by successful students. No specific analysis about factors influences the choice strategies among students. So, it can be investigate specific.

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APPENDICES

Appendix 1

Questionnaire

Nama :
Fakultas/jurusan :
NPM :

Dibawah ini ada beberapa pernyataan (pernyataan 1 sampai 50), pernyataan tersebut bertujuan untuk mendapatkan informasi bagaimana strategi belajar bahasa Inggris yang kamu lakukan. Bacalah masing masing pernyataan tersebut dengan seksama.

Isilah kolom (1,2,3,4, dan 5) yang berada di sebelah kanan pernyataan dengan memberikan tanda (√) berdasarkan pengalaman belajarmu atau yang biasa kamu lakukan dalam belajar bahasa Inggris.

Pilihan katanya adalah:

1. Tidak pernah (never)
2. Jarang (seldom)
3. Kadang – kadang (sometimes)
4. Sering (often)
5. Selalu (always)

no	Memory Strategy	1	2	3	4	5
1	Saya memikirkan hubungan antara kata bahasa Inggris yang saya ketahui dengan yang baru saya pelajari					
2	Saya menggunakan kata bahasa Inggris yang baru saya ketahui ke dalam kalimat bahasa Inggris yang saya buat sehingga mempermudah saya mengingat kata baru tersebut					
3	Saya menghubungkan kata bahasa Inggris yang baru saya dengar dengan membayangkannya atau menghubungkannya dengan gambar sehingga saya mudah mengingatnya					
4	Saya mengingat kata baru bahasa Inggris dengan membuat gambaran situasi di mana kata tersebut digunakan					
5	Saya menggunakan kesamaan bunyi dalam kata yang berbeda untuk mengingat kata kata baru bahasa Inggris					
6	Saya menggunakan kartu untuk mengingat kata kata baru dalam bahasa Inggris					
7	Saya mempraktekan kata bahasa Inggris baru yang baru saya ketahui					
8	Saya sering mengulangi pelajaran bahasa Inggris yang telah saya pelajari					
9	Saya mengingat kata baru bahasa Inggris atau frase-frase dengan mengingat lokasi mereka pada dalam halaman buku, papan tulis, atau pada tanda jalan					
	Cognitive strategy	1	2	3	4	5
10	Saya mengucapkan atau menulis kata-kata bahasa Inggris beberapa kali					
11	Saya mencoba bicara seperti penutur asli bahasa Inggris. Dengan cara meniru					

	dialog dialog dalam film vcd atau film di tv yang menggunakan bahasa Inggris					
12	Saya melatih pengucapan bunyi bahasa Inggris seperti merekam suara saya dalam kaset tape kemudian mendengarkannya					
13	Saya menggunakan kata kata bahasa Inggris yang saya ketahui pada kalimat yang berbeda-beda					
14	Saya biasanya memulai percakapan dengan bahasa Inggris untuk berlatih					
15	Saya menyaksikan acara dan film tv atau film bioskop yang menggunakan bahasa Inggris					
16	Saya membaca majalah atau novel bahasa Inggris yang ceritanya menyenangkan					
17	Saya berlatih bahasa Inggris dengan menulis catatan, pesan-pesan, atau laporan-laporan dalam bahasa Inggris					
18	Saya membaca dengan cepat bacaan bahasa Inggris kemudian mengulangi lagi dan membacanya berhati hati					
19	Saya mencari kata kata dalam bahasa Indonesia yang diadopsi dari kata kata bahasa Inggris					
20	Saya mencari cara belajar bahasa Inggris dengan pola saya sendiri					
21	Saya menemukan arti kata bahasa Inggris dengan menjadikan bagian per bagian sehingga dapat saya mengerti					
22	Saya mencoba untuk tidak menterjemahkan kata perkata					
23	Saya membuat ringkasan dari informasi yang saya dengar atau saya baca dalam bahasa Inggris					
	Compensation strategy	1	2	3	4	5
24	Untuk memahami kata bahasa Inggris yang tidak saya ketahui dengan menebaknya					
25	Ketika saya tidak mengetahui kata bahasa Inggris yang ingin saya ucapkan pada saat percakapan bahasa Inggris saya menggunakan gestur tubuh untuk mengungkapkannya					
26	Saya menggunakan kata kata lain untuk membuat orang mengerti maksud atau kata yang mau saya ucapkan tapi saya tidak mengetahui bahasa Inggrisnya					
27	Saya membaca bacaan berbahasa Inggris tanpa mencari arti atau memperhatikan kata kata baru dalam bahasa Inggris yang belum di ketahui					
28	Saya mencoba menebak apa yang akan di katakan seseorang dalam bahasa Inggris					
29	Saya menggunakan kata yang hampir sama artinya (bersinonim) jika saya tidak tahu arti kata tersebut dalam bahasa Inggris					
	Metacognitive strategy	1	2	3	4	5
30	Saya mencari sebanyak mungkin cara atau kesempatan sehingga saya dapat menggunakan bahasa Inggris					
31	Saya mencatat kesalahan saya dalam berbahasa Inggris. Dan menggunakan catatan itu supaya saya tak mengulangi kesalahan					
32	Saya memperhatikan seseorang yang berbicara dalam bahasa Inggris					

33	Saya mencoba menemukan cara agar bisa berbicara bahasa Inggris dengan lebih baik					
34	Saya merencanakan jadwal belajar sehingga saya memiliki waktu yang cukup dalam belajar bahasa Inggris					
35	Saya mencari orang yang bisa saya ajak berbicara atau berlatih dalam bahasa Inggris					
36	Saya mencari kesempatan sebanyak mungkin untuk membaca dalam bahasa Inggris					
37	Saya mempunyai tekad atau tujuan belajar bahasa Inggris yang jelas sehingga dapat meningkatkan skill berbahasa Inggris saya					
38	Saya memikirkan kemajuan atau meningkatkah kemampuan saya dalam berbahasa Inggris					
	Affective Strategy	1	2	3	4	5
39	Saya mencoba santai walaupun saya merasa takut atau khawatir dalam mengunkan bahasa Inggris					
40	Saya memberikan dorongan pada diri sendiri untuk berbicara dalam bahasa Inggris meskipun sebenarnya saya takut atau khawatir membuat kesalahan					
41	Saya menyenangkan diri saya dengan hadiah ketika saya sudah lebih baik dalam berbahasa Inggris. Contohnya kalo saya dapat nilai A pada mata kuliah bahasa Inggris saya akan pergi liburan					
42	Saya menandai atau mencatat ketika saya gugup dalam berbahasa Inggris atau belajar bahasa Inggris					
43	Saya menulis berbagai perasaan saya ke dalambuku harian menggunakan bahasa Inggris					
44	Saya mengatakan pada orang lain tentang perasaan saya (takut senang, biasa saja) ketika belajar bahasa Inggris					
	Social Strategy					
45	Ketika saya tak mengerti maksud bahasa Inggris yang di sampaikan seseorang saya akan memintanya untuk mengulangi dan memperlambat ucapanya					
46	Saya meminta orang yang menggunakan bahasa Inggris dengan baik (dosen, orang asing, teman) untuk mengoreksi pada saat saya berbicara dalam bahasa Inggris					
47	Saya mempraktekan bahasa Inggris dengan mahasiswa lainnya					
48	saya meminta bantuan orang yang lebih ahli berbahasa Inggris untuk membantu saya dalam belajar bahasa Inggris					
49	Saya mengunkan bahasa Inggris ketika saya ingin bertanya pada saat belajar bahasa Inggris					
50	Saya mencoba mempelajari budaya penutur asli bahasa Inggris (bule)					

Questionnaire

Nama :
 Fakultas/jurusan :
 NPM :

Dibawah ini ada beberapa pernyataan (pernyataan 1 sampai 50), pernyataan tersebut bertujuan untuk mendapatkan informasi bagaimana strategi belajar bahasa inggris yang kamu lakukan. Bacalah masing masing pernyataan tersebut dengan seksama.

Isilah kolom (1,2,3,4, dan 5) yang berada di sebelah kanan pernyataan dengan memberikan tanda (√) berdasarkan pengalaman belajarmu atau yang biasa kamu lakukan dalam belajar bahasa inggris.

Pilihan katanya adalah:

1. Tidak pernah (never)
2. Jarang (usually)
3. Kadang – kadang (sometimes)
4. Sering (often)
5. Selalu (always)

no	Memory Strategies	1	2	3	4	5
1	I think of relationship between what I already know and new thing I learn in English					
2	I use the English word in sentence so I can remember them					
3	I connect the sound of a new English word and an image or picture of the word to help me remember the word					
4	I remember a new English word by making mental picture of a situation in which the word might be used					
5	I use rhymes to remember new English word					
6	I use flash card to remember new English word					
7	I physically act out new English word					
8	I review english lesson often					
9	I remember new English word or phrase by remembering their location on the page, on the board, or on a street sign					
	Cognitive strategies	1	2	3	4	5
10	I say or write new English word several times					
11	I try to talk like native English speakers					
12	I practice the sound of English					
13	I use the English word I know in different ways					
14	I start conversation in English					
15	I watch English language TV show spoken in English or go to					

	movie spoken English					
16	I Read For Pleasure In English					
17	I writes note, messages, letters, or report in english					
18	I first skim an English passage (read over the passage quickly) then go back and read carefully					
19	I look for word in my own language that are similar to new word in English					
20	I try to pattern in English					
21	I find the meaning of an English word by dividing it into parts that I understand					
22	I try not to translate word- for- word					
23	I make summaries of information that I hear or read in English					
	Compensation strategies	1	2	3	4	5
24	To understand unfamiliar English word, I make guess.					
25	When I can't think of a word during a conversation in English, I use gesture					
26	I make up new word if I do not know the right one in English					
27	I read English without looking up every new word					
28	I try to guess what the other person will say next in English					
29	If I can't think of an English word, I use a word or phrase that means the same thing					
	Metacognitive strategies	1	2	3	4	5
30	I try to as many ways as I can use my English					
31	I notice my English mistake and use that information to help me do better					
32	I pay attention when someone is speaking English					
33	I try to find out how to be better learner of English					
34	I plan my schedule so I will have enough time to study English					
35	I look for people I can talk to in English					
36	I look for opportunities to read as much as possible in English					
37	I have to clear goals for improving my English skills					
38	I think about my progress in learning English					
	Affective Strategies	1	2	3	4	5
39	I try to relax whenever I feel afraid of using english					
40	I encourage myself to speak English even when I am afraid of making a mistake					
41	I give myself reward or treat when a do well in English					
42	I notice if aim tense or nervous when I am studying or using English					
43	I write down my felling in a language learning diary					
44	I talk to someone else about how I fell when I am learning English					
	Social Strategies					

45	If I don't understand something in English, I ask to other person to slow down or say it again					
46	I ask English speaker to correct me when I talk					
47	I practice English with other students					
48	I ask for help from English speakers					
49	I ask question in English					
50	I try to learn about culture of English speakers					

Appendix 2

Interview Questions

1. Apakah mengimajinasikan kata baru bahasa Inggris membuatmu lebih mengerti?
2. Apakah anda selalu mengulangi setiap pelajaran bahasa Inggris?
3. Apakah anda sering mengikuti pengucapan yang anda dengar waktu menonton film berbahasa Inggris?
4. Apakah anda selalu menebak arti kata bahasa Inggris ketika tidak tahu artinya?
5. Apakah anda selalu menyusun rencana belajar bahasa Inggris dan mengevaluasinya?
6. Apakah anda memberi rangsangan untuk lebih tremotivasi saat belajar bahasa Inggris?
7. Apakah Lebih nyaman belajar bahasa Inggris sendiri?

validitas dari instrument wawancara sudah terpenuhi

Sincerely

Kasmains S.S.,M.Pd.

Tabulation of the questionnaire

[illegible]

Appendix 4

Table of Students Respond

No Items	OPTIONS									
	Never (1)		Usually (2)		Sometimes (3)		Often (4)		Always (5)	
	F	%	F	%	F	%	F	%	F	%
1	2	6.25	6	18.75	11	34.375	10	31.25	3	9.375
2	2	6.25	3	9.375	14	43.75	11	34.375	2	6.25
3	2	6.25	4	12.5	13	40.625	11	34.375	2	6.25
4	2	6.25	6	18.75	11	34.375	10	31.25	3	9.375
5	2	6.25	10	31.25	8	25	10	31.25	2	6.25
6*	14	43.75	9	28.125	5	15.625	4	12.5	0	0
7	0	0	1	3.125	14	43.75	14	43.75	3	9.375
8	2	6.25	7	21.875	14	43.75	9	28.125	0	0
9	1	3.125	7	21.875	12	37.5	9	28.125	3	9.375
10	0	0	4	12.5	11	34.375	13	40.625	4	12.5
11	0	0	2	6.25	8	25	13	40.625	9	28.125
12	9	28.125	10	31.25	5	15.625	6	18.75	2	6.25
13	2	6.25	12	37.5	11	34.375	5	15.625	2	6.25
14	2	6.25	10	31.25	11	34.375	6	18.75	3	9.375
15	0	0	3	9.375	11	34.375	14	43.75	4	12.5
16	4	12.5	10	31.25	6	18.75	10	31.25	2	6.25
17	2	6.25	7	21.875	11	34.375	10	31.25	2	6.25
18	2	6.25	7	21.875	13	40.625	9	28.125	1	3.125
19	2	6.25	10	31.25	13	40.625	5	15.625	2	6.25
20	0	0	4	12.5	11	34.375	11	34.375	6	18.75
21	0	0	2	6.25	17	53.125	7	21.875	6	18.75
22	1	3.125	3	9.375	10	31.25	12	37.5	6	18.75
23	4	12.5	8	25	11	34.375	4	12.5	5	15.625
24	0	0	4	12.5	13	40.625	9	28.125	6	18.75
25	2	6.25	4	12.5	9	28.125	5	15.625	12	37.5
26	0	0	4	12.5	10	31.25	13	40.625	5	15.625
27	2	6.25	10	31.25	6	18.25	12	37.5	2	6.25
28	1	3.125	3	9.375	12	37.5	13	40.625	3	9.375
29	0	0	3	9.375	11	34.375	13	40.625	5	15.625
30	2	6.25	8	25	9	28.125	11	34.375	2	6.25
31	6	18.75	9	28.125	8	25	6	18.75	3	9.375
32	1	3.125	2	6.25	7	21.875	15	46.875	7	21.875
33	0	0	1	3.125	11	34.375	10	31.25	10	31.25
34	8	25	11	34.375	8	25	5	15.625	0	0
35	2	6.25	5	15.625	14	43.75	7	21.875	4	12.5
36	3	9.375	5	15.625	10	31.25	11	34.375	3	9.375
37	1	3.125	3	9.375	10	31.25	11	34.375	7	21.875

38	0	0	4	12.5	9	28.125	12	37.5	7	21.875
39	1	3.125	4	12.5	8	25	16	50	3	9.375
40	1	3.125	6	18.75	7	21.875	14	43.75	4	12.5
41	15	46,875	4	12,5	7	21,875	5	15,625	1	3,125
42	11	34.375	9	28.125	7	21.875	3	9.375	2	6.25
43	13	40,625	8	25	5	15,625	6	18,75	0	0
44	8	25	8	25	7	21.875	6	18.75	3	9.375
45	0	0	2	6.25	9	28.125	13	40.625	8	25
46	1	3,125	7	21,875	8	25	11	34,375	5	15,625
47	2	6.25	5	15.625	10	31.25	10	31.25	5	15.625
48	1	3.125	3	9.375	9	28.125	15	46.875	4	12.5
49	3	9.375	4	12.5	12	37.5	9	28.125	4	12.5
50	3	9.375	6	18.25	5	15.625	13	40.625	5	15.625

Appendix 5

Table of Frequent used

No item	Frequent of respond to no 4 or 5		Category of use
	Frequent	Percentages	
1	13	40.625	Moderates
2	13	40.625	Moderates
3	13	40.625	Moderates
4	13	40.625	Moderates
5	12	37.5	Moderates
6	4	12,5	Infrequent
7	17	53,125	Frequent
8	9	28.125	Moderates
9	12	37,5	Moderates
10	17	53,125	Frequent
11	22	68,75	Frequent
12	8	25	Moderates
13	7	21.875	Moderates
14	9	28,125	Moderates
15	8	25	Frequent
16	12	37.5	Moderates
17	12	37.5	Moderates
18	10	31.25	Moderates
19	7	21.875	Moderates
20	17	53.125	Frequent
21	13	21,875	Moderates
22	18	56.25	Frequent
23	9	28,125	Moderates
24	15	46.875	Moderates
25	17	53.125	Frequent
26	18	56,25	Frequent
27	14	43.75	Moderates
28	16	50	Frequent
29	18	56.25	Frequent
30	13	40.625	Moderates
31	8	25	Moderates
32	22	68,75	Frequent
33	20	62,5	Frequent
34	5	15.625	Infrequently
35	11	34.375	Moderates
36	14	43,75	Moderates
37	18	56.25	Frequent
38	19	59.375	Frequent
39	19	59.375	Frequent

40	18	56.25	Frequent
41	6	18,75	Infrequently
42	5	15.625	Infrequently
43	6	18,75	Infrequently
44	9	28.125	Moderates
45	21	65.625	Frequent
46	16	50	Frequent
47	15	46.875	Moderates
48	19	59.375	Frequent
49	13	40.625	Moderates
50	18	56.25	Frequent

Appendix 6

Average scores of group strategy

Students	Memory	Cognitive	Compensation	Metacognitive	Affective	Social
1	3,11	3,78	4,33	4,11	2,5	4
2	3,66	3,71	3,16	3,66	3,33	4
3	2,66	4	5	3,33	2,66	4,5
4	3,11	3,21	3,83	3,33	3,33	3
5	3,55	3,42	4	3	3,16	3,33
6	3,22	2,71	3	2,44	1,33	2,66
7	3,11	2,5	4,16	2,66	2	2,83
8	2,55	2,64	2,83	2,77	2,16	3,33
9	1,88	3,57	3,33	2,33	2,33	3,33
10	3,77	3,42	3	3,66	2	2,83
11	2,22	2,07	3,5	3,33	2	3,16
12	3,22	2,28	4	2,44	2	2,83
13	3,66	4	4	4	4,5	4,5
14	2,66	3,07	4,16	2,44	1,66	3,16
15	3,55	3,71	3,16	4,55	2,66	4
16	2,88	3,07	2,66	2,66	2,66	2,83
17	4	3,14	3,66	4,66	2,5	3,66
18	2,55	2,42	2,33	3	2,83	2,66
19	2,88	2,78	3,16	3,33	3,5	3
20	2,55	2,85	3,83	2,88	3,33	3,5
21	2,88	2,57	3,33	3,11	3,16	3,66
22	3,11	3,14	3,33	3,11	1,83	4,16
23	3,44	3,07	3,66	2,77	2,16	3,5
24	2,66	3,42	3,83	3	3	3,5
25	2,66	3,07	3	3,33	2,33	4,16
26	2,66	3,57	2,5	3,66	3,33	4,16
27	3	3	3,33	3,55	2,33	3,5
28	3,44	2,71	3,83	3,33	2,66	2,83
29	3	3,35	3,5	3	2,83	3,16
30	3,55	3,42	4	3,77	3,5	4
31	3,33	3	3,16	3,33	2,83	3
32	2,55	2,92	3,16	3	2,66	3,5
Total	97,07	99,59	111,73	103,54	85,06	111,24
	3.03	3.11	3.49	3.23	2.65	3.47